

THE EFFECTS OF SELECTED SUPERVISORY ACTIVITIES UNDER
CHANGED TITLE I PROGRAM DESIGNS SINCE 1974

AN ABSTRACT

SUBMITTED TO THE FACULTY OF THE SCHOOL OF EDUCATION,
ATLANTA UNIVERSITY IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
EDUCATION SPECIALIST

BY

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ABSTRACT

Purpose of the Study

The purpose of this study was to determine how the role of the lead teacher had changed as a result of the re-assignment of the lead teacher from supervisory responsibilities to classroom instructional duty in 1975-1976.

More specifically, this study was designed to obtain an appraisal from two points of view regarding the duties and responsibilities of the lead teacher: as perceived by the lead teacher in terms of changed work load, and as perceived by a certified teacher in terms of helpfulness.

Scope of the Study

The subjects are thirty elementary lead teachers selected from a roster of all the lead teachers from the four administrative areas of a large metropolitan public school system who had volunteered to participate in the study, and thirty certified teachers who had worked under them for both years and who had also agreed to participate.

The study was limited to the two-year period in which the requirements of the lead teacher's job were drastically altered from supervisory responsibilities with no classroom teaching duties to the same supervisory responsibilities with five classroom teaching periods.

Methods of Research

The Descriptive Survey technique employing two checklists with identical items but different rating scales were used. This instrument using job descriptions of the lead teacher from the Title I Proposal for the two years under analysis was developed by the researcher. The checklists consist of twenty-six items grouped under six categories: Organizing for Instruction, Providing Materials for Instruction, Arranging for In-Service Education, Developing Public Relations, Developing Curriculum, and Performing Administrative Duties.

The "t" values were computed to test each of the twelve components of the two null hypotheses at the .05 level of confidence with appropriate degrees of freedom. In addition, the "t" test was computed to compare the means of the individual items of the two groups for both years, and tabulated percentages of item responses.

Findings

Data from the "t" test indicate that the lead teachers perceived significant changes in their duties under Title I Program Designs since 1974-1975. They indicated that their performance had changed in four categories over the period covered in the study. These categories are: Providing Materials for Instruction, Arranging for In-Service Education, Developing Public Relations, and Performing Administrative Duties. Therefore, the null hypothesis in relation to these categories is rejected. Lead teachers indicated that their performance in two other categories had not changed. The categories are: Organizing for Instruction and Developing Curriculum. Therefore, the null hypothesis in relation to these categories is accepted.

Data from the "t" test indicate that in five of the six categories certified teachers perceived no significant differences in helpfulness. These categories are: Organizing for Instruction, Providing Materials for Instruction, Developing Public Relations, Developing Curriculum, and Performing Administrative Duties. The hypothesis in relation to these categories is rejected. However, in one category, Arranging for In-Service Education, certified teachers indicated a significant difference. The null hypothesis is

accepted for that category.

Implications

The implications accruing from the findings of this study are stated below:

1. The Title I officials wished to have the lead teachers carry out the original mandate to perform the twenty-six supervisory functions while teaching a full schedule of classes. The findings indicate this could not be done effectively in the opinions of the lead teachers. Furthermore, if the twenty-six supervisory functions stated in the Title I mandate must be performed in order for the program to be successful, there should be a clear understanding as to which functions are expected to be continued by lead teachers as they assume full teaching loads, and which functions are to be shifted to whom.
2. During the second year, lead teachers taught five classes per day and had only forty-five minutes to perform supervisory responsibilities; yet, certified teachers indicated they felt no loss in supervisory services.
3. It appears that the position of the school officials to reassign lead teachers to classroom teaching duties was a more productive means of staff utilization for instructional purposes: reducing the number of supervisory personnel and cutting budgetary expenditures.

Conclusions

The responses of the forty-nine elementary lead and certified teachers allow the following conclusions:

The null hypothesis which states: There are no significant differences in the perceptions of lead teachers in

regard to their supervisory activities since 1974 was rejected.

1. Lead teachers perceived a downward change in the quality of their supervisory performance over the two years.

The null hypothesis which states: There are no significant differences in the perceptions of certified teachers toward the helpfulness of lead teachers under changed Title I Program Designs since 1974 was accepted.

1. Certified teachers perceived no change in the helpfulness of the lead teachers. However, they did perceive lead teachers as working more with children.

Recommendations

In accordance with the findings, conclusions and implications, it seems feasible to recommend that:

1. Studies be conducted to determine the overall impact of the change in Title I Program Design upon the pupils and teachers.
2. Studies be conducted on the supervisory functions performed by principals and which were formerly the responsibilities of the lead teachers.
3. Studies be conducted on student achievement during the period covered by this study.

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DEDICATION

To the revered memory of my loving parents,

Mr. and Mrs. Henry Jackson, Sr.,

and to my devoted brothers

Marion and Henry Jackson, Jr.

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The writer wishes to express her profound appreciation and sincere thanks to Dr. Stephen C. Herrmann, major advisor, for his assistance for the framework and preparation of this study, and for his encouragement and guidance during its progress. His interest, patience, and directions have been indispensable in this research and writing effort.

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Special thanks are extended to the selected lead and certified teachers, without whose cooperation this study would not have been possible.

CHAPTER I

INTRODUCTION

Rationale

The federal government is now, as is characteristic of its recent past, assuming a great share of the obligation for the support of education by initiating numerous sponsored programs. Presently, federal support places emphasis on educational programs designed to improve the education of disadvantaged children. One such program is Title I of Public Law 89-10, The Elementary and Secondary Act (ESEA) passed by Congress on April 11, 1965, in which funds are provided to strengthen and improve the educational quality and opportunities in the nation's elementary and secondary schools.

Title I of the Elementary and Secondary Act of 1965 authorized federal support to local public agencies with special programs for educationally deprived children in attendance areas where low income families were concentrated. Its aim was to help broaden and strengthen education for children of poverty wherever they were found--in public

schools or out of school.¹

In the late fall of 1965 a public school system in a large metropolis using funds from this appropriation assigned seven curriculum assistants and ten lead reading teachers the responsibilities of providing supervisory leadership in the instruction of the disadvantaged, with emphasis upon reading.

In each subsequent year through 1974, additional personnel were employed with Title I funds and given wide and varied responsibilities. With yearly refunding of the program came changes in job descriptions, positions, and responsibilities. In 1970, the position of curriculum assistant was phased out and the individual holding the position was identified as a lead reading teacher. Later, lead reading teachers became lead teachers, and finally in the school year 1975-1976, teachers.

Although the position and title of the supervisory personnel have been abolished, the persons who formerly held the positions are expected to provide some, if not all, of the same services.

¹U.S. Department of Health, Education, and Welfare, Bureau of Elementary Education, Division of Compensatory Education, Statistical Report, Fiscal Year 1967 Title I Year II, Elementary and Secondary Act of 1965 (Washington, D. C., 1967), p. 1.

During 1974-1975, the lead teachers performed supervisory activities without assignment to classes; in 1975-1976, the lead teachers were also held responsible for teaching five classes per day, which narrowed their freedom to exercise supervisory activities.

Purpose of the Study

The purpose of this study is to determine how the role of the lead teacher has changed as a result of the reassignment of lead teachers to classroom instructional duty in 1975-1976.

More specifically, this study is designed to obtain an appraisal from two points of view regarding the duties and responsibilities of the lead teacher: as perceived by the lead teacher in terms of the changed work load, and as perceived by a certified teacher in terms of helpfulness.

Scope of the Study

This study is restricted to a sample of Title I lead teachers and certified teachers in a large metropolitan public school system. The subjects are thirty elementary lead teachers selected from a roster of all the lead teachers from the four administrative areas of the school system who had volunteered to participate and thirty certified teachers

who had worked under them for both years and who had also agreed to participate.

This study is limited to the two-year period in which the requirements of the lead teacher's job were drastically altered from supervisory responsibilities with no classroom teaching duties to the same supervisory responsibilities with five classroom teaching periods.

Definition of Terms

For the purpose of this study, the following definitions will be used:

Lead teacher - One who, under the supervision of the principal, coordinates and supervises the Title I Program and the Title I staff in an assigned school.

Certified teacher - One who assists the lead teacher in the English/Reading Program and works directly with Title I pupils.

Educational aide - One who assists the lead teacher and the certified teacher in preparing materials and equipment, and tutors individuals and small groups of pupils.

Null Hypotheses

The following null hypotheses were formulated to be tested in this study:

1. There are no significant differences in the

perceptions of lead teachers in regard to their supervisory activities since 1974 with reference to:

Organizing for Instruction

Providing Materials for Instruction

Arranging for In-Service Education

Developing Public Relations

Developing Curriculum

Performing Administrative Duties

2. There are no significant differences in the perceptions of certified teachers toward the helpfulness of lead teachers under changed Title I Program Designs since 1974 with reference to:

Organizing for Instruction

Providing Materials for Instruction

Arranging for In-Service Education

Developing Public Relations

Developing Curriculum

Performing Administrative Duties

Limitations of the Study

There are three limitations of the study. First, this study is restricted to slightly less than one-half (45 per cent) of the paired elementary lead and certified

teachers in selected schools of a single school system.

Second, the adequacy of this study is based on the return of the mailed checklists.

Third, the validity is dependent on the accuracy of the checklist to capture the perceptions of the respondents and their accuracy to respond.

Subjects of the Study

The subjects are thirty elementary lead teachers from the four administrative areas of the school system who had volunteered to participate in the study, and thirty certified teachers who had worked under them. The total number of lead teachers in the Title I English/Reading Program was 67, which the writer initially attempted to contact by telephone at their homes to ask of their willingness to participate in the study. Of the 67 lead teachers, only 46 were successfully contacted, and 30 accepted.

The sample distribution of the lead teachers from the four administrative areas are as follows:

Area I -- 6 lead teachers

Area II -- 7 lead teachers

Area III-- 7 lead teachers

Area IV --10 lead teachers

Procedures

Data for this investigation were collected using the Descriptive Survey technique employing two checklists that included items of the lead teacher's job descriptions from the Title I Proposals of both years 1974-1975 and 1975-1976. The checklists were mailed to the thirty selected lead teachers. The lead teachers were requested to forward the checklist to the certified teachers for their responses and to return both to the writer.

The steps for gathering and analyzing the data included the following:

1. Literature related and pertinent to the study was reviewed and summarized.
2. Two checklists were constructed by the writer. One for the lead teacher and one for the certified teacher.
3. The checklists were submitted to the major advisors for approval.
4. Prior to mailing the checklists to selected groups of lead teachers, a telephone call was made by the writer to inquire of their willingness to cooperate in responding to the instrument, and requesting a certified teacher

to respond, also. A form letter and a stamped self-addressed envelope accompanied each letter to the lead teacher.

Organization of Remaining Chapters and References

This study consists of five chapters. Chapter I is the introduction. Chapter II deals with a survey of literature related to the problem under investigation, and is used to set the study in its educational context. Chapter III contains information about the selection of the sample, the instrument, and statistical methods utilized for analysis and treatment of data. Chapter IV includes a descriptive analysis and treatment of data, results of testing the null hypotheses, and tables based upon information gathered with the instruments. Chapter V presents the summary, conclusions, implications, and recommendations.

The references cited and the appendices are the final portion of this study.

CHAPTER II

REVIEW OF RELATED LITERATURE

The initial task involved in conducting this investigation was a survey of the literature pertaining to supervisory activities.

This study adopts five areas of tasks described by Ben Harris that provide a structure for analyzing supervision as a major function. They are: Organizing for Instruction, Providing Materials for Instruction, Arranging for In-Service Education, Developing Public Relations, Developing Curriculum. One task area was added by the writer: Performing Administrative Duties.

The six tasks that were used as general categories for this paper are described as follows:

1. Organizing for Instruction. Making organizational arrangements to implement the curriculum design. Grouping students and planning class schedules.
2. Providing Materials for Instruction. Identifying, evaluating, selecting and securing utilization of materials for instruction that make for efficient and effective instruction.

3. Arranging for In-Service Education. Arranging activities which promote the growth of instructional staff members to make them efficient and more effective.
4. Developing Public Relations. Developing relationships with the public in relation to instructional matters. This task is concerned with informing and securing assistance in relation to the instructional program.
5. Developing Curriculum. Developing or redesigning that which is to be taught and in what pattern.²
6. Performing Administrative Duties. Coordinating auxiliary personnel, conferring with teachers, evaluating teacher aides and performing administrative duties designated by the principal.

Overview of the Supervisory Function

The supervisory function has been employed in various forms since man's first attempt to combine individual efforts toward achieving some common end. Actions such as planning, directing, and evaluating the efforts of men or their production (in both informal and formal organizations) in light of purposes have traditionally constituted supervision. The character of supervision has been influenced in large part by overall organizational strategies, schemes, or doctrines.

²Ben M. Harris, Supervisory Behavior in Education (Englewood Cliffs, New Jersey: Prentice-Hall Publishing Company, 1975), pp. 13-14.

The ways in which organizations have met changing conditions, the degrees of freedom allowed for individual action, the ways in which human potentialities have been utilized, or the evaluation and reward system utilized have been parameters affecting organizational health and perpetuation.

As societies and organizations have increased in complexity, the relationships of persons in them have been affected and the administrative arrangements to facilitate favorable relationships have become complex.³

Harris and King describe the supervisor as the instructional change agent, whose primary assignment is to work with teachers and others on instructional matters, and one who brings about change in behavior, role or structure for the purpose of improving instruction.⁴

In an enlightening article by James Rutrough, he

³William H. Lucio, Supervision: Perspectives and Propositions (Washington, D. C.: Association for Supervision and Curriculum Development, 1967), pp. 1-2.

⁴Ben M. Harris and John D. King, Professional Supervisory Competencies (Austin, Texas: Texas Education Agency, 1974), p. 2.

emphasized the leadership role to be one of continuously working with professional staff members to achieve the following:

1. Helping professional staff members to discover, to define, and to understand their tasks, their goals, and their purposes as they strive to implement curriculum change and to improve the instructional program.
2. Helping professional staff members to achieve their tasks, their goals, and their purposes as they go about the daily tasks of providing opportunities for meaningful learning experiences.
3. Helping the professional group to maintain itself and improve its performance.⁵

Organizing for Instruction

According to Marks, et al., the broad modern interpretation of the role of the supervisor would be action and experimentation aimed at the improvement of instruction and the instructional program. The following ways of improving the instructional program suggested to be more frequently utilized today are:

1. Sharing ideas, procedures, and materials in order to evaluate and develop the curriculum;
2. Developing materials and procedures to implement the curriculum;

⁵James E. Rutrough, "Emerging Role of the Director of Instruction," Educational Leadership 26 (April 1970): 721.

3. Planning for instructional improvement through in-service education, institutes, research, workshops and projects;
4. Directing teachers toward goals through democratic processes by supplying specific directions based upon a sound background in individual and group dynamics;
5. Allowing--indeed encouraging--teachers to participate in planning and organization;
6. Evaluating curriculum, materials, and procedures in light of basic objectives and the findings of scientific research.⁶

Learning involves more than acquiring facts; it involves mental and emotional processes. For effective learning, the environmental setting must be at its best. According to Bradfield, learning conditions are improved when: (1) learners have participated in the selection and planning of the learning experiences, (2) learning tasks are not too easy and not too difficult, (3) a sense of satisfaction results from successful achievement, (4) freedom from anxieties and discouragement is maintained, (5) opportunity is provided for stimulating experiences, (6) democratic leadership is provided, (7) interesting tasks lead to creative thinking and problem-solving, (8) school situations provide

⁶James R. Marks, Emery Stoops, and Joyce King-Stoops, Handbook of Educational Supervision: A Guide for the Practitioner (Boston: Allyn and Bacon, Inc., 1971), pp. 3-4.

opportunities for children to experience the joy of successful achievement, (9) pupils are motivated to establish goals and work toward their realization, and (10) behaviors are rewarded.⁷

Since the elementary school brings together a large number of children with a variety of needs, special provisions should be provided for all. These provisions are made possible by the teacher through the curriculum.

The supervisor can be of invaluable service in helping teachers through:

1. Differentiating instruction
2. Using multiple texts, and unit teaching
3. Employing a variety of teaching techniques
4. Discovering how children learn
5. Adjusting teaching methods
6. Developing appropriate climate for teaching and learning
7. Identifying needs of pupils
8. Realizing the importance of individual expectancy
9. Understanding the nature of children and their growth stages
10. Providing appropriate in-service on an individual or group basis determined by need and request

⁷Luther E. Bradfield, Supervision for Modern Elementary Schools (Columbus, Ohio: Charles E. Merrill Books, Inc., 1964), p. 86.

11. Providing actual demonstrations of methods and techniques
12. Testing and writing prescriptions for teaching
13. Working together as a team to preserve the identity of the individual and personal worth
14. Establishing goals for more effective teaching and learning
15. Utilizing audio-visual materials and making teaching materials
16. Providing flexible scheduling
17. Enriching the curriculum
18. Effectively using the services of auxiliary personnel.⁸

In addition, Curtin states the supervisor can be of valuable assistance by helping teachers to:

1. Develop proper classroom enrichment for learning
2. Develop and utilize methods and materials which will insure the steady progress of each child
3. Formulate instructional goals that are realistic and achievable
4. Develop evaluative procedures that will appraise the effectiveness of the program
5. Develop cooperative attitudes and relationships in concert with others to improve instruction
6. Develop the attitude that instructional improvement is directly related to self-improvement of

⁸William B. Ragan, Modern Elementary Curriculum (New York: Holt, Rinehart and Winston, 1966), p. 78.

all of the professional staff.⁹

Providing Materials for Instruction

Materials of instruction include all printed matter, audio-visual aids and other teaching materials of programmed instruction that are used to enhance pupils' learning in the classroom.

Learning materials constitute one kind of learning resource. They include various items used in the instructional process. It is often the case that the available learning materials are insufficient or inadequate for use in meeting the total set of learning objectives of a curriculum. It is the role of the supervisor to assist classroom personnel in designing, securing, producing, or adapting materials that will be most useful to complete the aims of a given curriculum. Assisting teachers in this area may include everything from instructing teachers in the use of ditto machines, up through the design and production of slide-tape sequences, programmed workbooks, or lab simulations.¹⁰

Human resources play a vital role in the implications

⁹James Curtin, Supervision In Today's Elementary Schools (New York: The Macmillan Company, 1964), p. 10.

¹⁰Harris and King, Supervisory Competencies, p. 41.

of the curriculum. Their occupational expertise or cultural background provide firsthand information to enhance the lives of boys and girls, and complement the curriculum.¹¹

Even though learning resources may be available to teacher/student use, the materials may not be widely used, may be used inappropriately with student groups, or may have other uses not known to the teacher. The supervisor should be prepared to devise guidelines which will indicate appropriate use, apply these guidelines to the material usage patterns, and recommend ways to improve the scope and appropriateness of the usage.¹²

The selection and organization of materials and resources for instruction are school-wide problems and should be considered by the entire staff. Teachers, principals, and special consultants should cooperate in establishing definite policies concerning the selection of instructional materials and equipment, and should enumerate the steps to be taken in acquiring them.

According to Stoops and Marks, the purposes of the instructional program, and the kinds of materials that will serve the purpose should provide for desirable experiences.

¹¹Ibid., p. 42.

¹²Ibid., p. 43.

Pupils' learning can be accelerated by the use of better instructional materials. Materials promote good teaching when they fit the curriculum and are adapted to the needs, interests, and abilities of children.¹³

As a resource person, the supervisor assists in making available a variety of materials in various ways:

I. Textbooks

1. Assists in evaluating textbook needs
2. Helps teachers in selecting and ordering textbooks
3. Helps teachers to make the best possible use of textbooks
4. Encourages teachers to evaluate textbooks

II. Audio-visual Equipment

1. Informs teachers of available equipment
2. Instructs teachers in the use and care of equipment
3. Discusses with teachers the advantages of all audio-visual equipment
4. Helps teachers select the equipment which will best meet the instructional needs of the class
5. Shows films and filmstrips on the use of equipment

¹³Emery Stoops and James R. Marks, Elementary School Supervision: Practices and Trends (Boston: Allyn and Bacon, Inc., 1965), pp. 247-251.

III. Instructional Aids

1. Assists teachers with the proper selection of instructional aids
2. Instructs teachers in the care and use of these aids
3. Assists teachers in developing instructional materials
4. Helps teachers to make the best possible use of all instructional materials

IV. Community Resources

1. Provides teachers with a list of available community resources
2. Helps teachers make proper use of community resources

Arranging for In-Service Education

Each teacher being supervised is a professional person in education. Continuous learning and self-development are expected and essential in a rapidly changing profession such as teaching, where new methods, materials, theories and research findings are impacting the field continually. This professional growth orientation should be encouraged by administrative and supervisory personnel.

Supervisors should be able to prepare, present, and evaluate in-service workshops on a variety of topics.

No supervisor can be expected to be an expert in each of the areas where staff may need further continuing

education. Rather, the supervisory role requires that the supervisor becomes an effective manager of the expertise of others and facilitates the use of resources for continuing education from a variety of experts within the system and from the outside. This requires that the supervisor become familiar with the areas of expertise of others and with procedures for utilizing these persons as resources. Careful preplanning with resource persons in the development of in-service programs is an important aspect of the supervisory function.¹⁴

According to Marks, et al., the following may be considered as a set of basic principles regarding in-service:

1. The in-service education program emerges from recognized needs of the school community
2. All school personnel need in-service
3. Proper supervision is an effective means of accelerating the in-service professional growth of personnel
4. Improving the quality of instruction is the immediate and long range objective of in-service education
5. In-service education leads to a continuous process of re-examination and revision of the educational program. Additionally, it encourages participants to attain self-realization through complex accomplishment and security

¹⁴Harris and King, Supervisory Competencies, pp. 56-58.

6. Supervisors should create an atmosphere that will stimulate a desire on the part of teachers for in-service growth
7. The in-service program should provide for keeping personnel abreast with research and advances in education
8. An in-service education program is most effective when cooperatively initiated and planned.¹⁵

Developing Public Relations

The partnership that should exist between home and school can have many facets--and many benefits. Traditionally, such groups as Parent-Teacher Associations and Home and School Associations offer support, both financial and moral, to individual schools. Today many parents are beginning to take a more active role in the school system. Some are employed as office workers or teacher aides, others volunteer services to help in the classroom, correct papers, or supervise lunchroom or playground activities. Such help lowers the pupil-teacher ratio, thus providing for more individual attention, and also frees teachers for better planning.

Whatever type of parental involvement exists, the end result should be furthering the educational opportunities and achievement of the children. This is possible because

¹⁵Marks, Stoops, and King-Stoops, Handbook, pp. 219-220.

parents have an indepth and long-term knowledge of their children, their needs, and their problems. The exchange of such information with trained professionals helps educators to plan a better, more relevant school program.

There is a subsidiary aspect of parental involvement, one which deals with the age-old problem of motivation. As children see their parents more involved in school affairs, they will have less opportunity for playing the home against the school.¹⁶

In a highly complex society such as ours, community members are often unaware of the philosophy, activities, problems and accomplishments of ongoing programs in the school unless some attempt is made to systematically inform them. Well-planned information dissemination programs, utilizing the several media or other informal communications networks, help bridge the gap between the public and the instructions that serve the public. Such programs may serve to recruit support for various operations.

It is possible for the supervisor to establish, promote and maintain favorable impressions among community members by disseminating information with the media, by speaking

¹⁶U.S. Department of Health, Education, and Welfare, Parental Involvement in Title I ESEA (Washington, D. C., 1972), p. 1.

to public and school groups, by conferring with parents and other interested individuals.

In addition, the supervisor may be instrumental in clarifying major goals of instruction to parents, citizens, specialized personnel, pupils and teachers.

Clarification of goals may be presented through a series of discussions, training sessions and written reports.

She can:

1. Exhibit a variety of procedures for leading groups, including procedures for making decisions.
2. Use specific methods or procedures to clarify ideals, goals and objectives.
3. Organize and make arrangements for participants to contribute their output.
4. Write reports summarizing the findings of the group.
5. Use a variety of appropriate methods to disseminate information gathered in goal-setting sessions.¹⁷

Developing Curriculum

One of the first steps in the development and implementation of a curriculum is to set forth a series of guidelines for purposes of directions. According to Edward Stark, these guidelines are:

¹⁷Harris and King, Supervisory Competencies, pp. 60-64.

1. The curriculum should provide for all learning experiences in which children should participate under the school's direction.
2. The curriculum should present these learnings which are based upon needs and interests of children with varied abilities.
3. The major objectives of a curriculum for all children are essentially the same; the difference will be in the degree and variety of application.
4. The curriculum should be fashioned in such a manner as to allow for considerable freedom on the part of the teacher and the pupils to determine the immediate goals and the best methods for achieving those goals.
5. Curriculum planning and construction should have as its aim not only the preparation of materials of the teacher, but, equally important, the growth of the teacher in the art of teaching.¹⁸

In an article by Unruh, several concerns seem to shape new requirements for curriculum leadership. First, curriculum leaders must be skilled in communications. The problems, restrictions, and difficulties of an educational system must be explained systematically and clearly. Second, the curriculum leader must learn how to utilize the work-groups to advance the mission of education and to make education responsive to the problems of our day. Third, the curriculum leader must build a network of support for the

¹⁸Edward S. Stark, Special Education: A Curriculum Guide (Springfield, Illinois: Charles C. Thomas Publishers, 1969), p. 87.

best that is known about educational philosophy and theory. Building a network of educational cooperation requires knowing the power structure of the educational community. It calls for crucial committee assignments and membership in prestigious groups and organizations, both nationally and locally. It calls for team work in establishing respect for the advancement of education.¹⁹

Harris and King enumerate a number of meaningful ways the supervisor can assist in developing the curriculum. She can:

1. Identify and secure services of specialized personnel who can assist in the development of the curricula
2. Inform the specialized personnel of the guidelines that will be followed in the production and adaptation of the curriculum
3. Plan schedules to effectively utilize specialized personnel during the time for which they are employed
4. Determine student needs that are to be met by the curricula
5. Select and utilize a consistent curricular approach in adapting or developing curricula
6. Write competency statements or performance objectives at varying levels of complexity

¹⁹Glenys G. Unruh, "New Essentials for Curriculum Leadership," Educational Leadership 33 (May 1976): 577-583.

7. Sequence instructional activities to maximize learning
8. Propose evaluation techniques that would most appropriately measure student outcomes
9. Develop and write sample lesson plans specifying instructional techniques to be used
10. Propose appropriate content or level of material to correspond to the diagnosed abilities of pupils
11. Produce a variety of learning activities and/or teaching strategies that would provide alternative routes to the same learning goal.²⁰

Nasca did a study involving thirty-nine elementary teachers and twenty-two supervisors, using twenty-six tasks in six general categories of the role of the supervisor. Each group responded to the same tasks using the same five point scale to rate the "degree of value" to each task. He found the following value ranks:

Category	Teachers Rank	Supervisors Rank
Testing	3	2
Curriculum	5	6
Instruction	1	1
Classroom management	6	5
Professional	2	3
Administration	4	4

²⁰ Harris and King, Supervisory Competencies, pp. 64-66.

Nasca concluded that:

Direct input into classroom instructional process constitutes the most frequently occurring set of responsibilities by supervisors and is also perceived by teachers as the most valuable source of assistance from supervisors.²¹

The study presently under investigation by the writer parallels the research done by Nasca. Each study involved elementary teachers and supervisors responding to twenty-six similar tasks grouped under six categories to rate the degree of value of the tasks performed by the supervisor. In the writer's study, certified teachers perceived the helpfulness of the lead teachers who engaged in direct instruction to Title I pupils as the most valuable task.

Performing Administrative Duties

Mutual understanding and general agreement among teachers and school leaders about the role of leadership in the school is important for good relationships and harmony. In situations where the expectations of the group are in accord with the leader's own concepts of his role, chances are favorable for effective leadership and fellowship.

Through cooperative planning and group action,

²¹Don Nasca, "How Do Teachers and Supervisors Value the Role of Elementary Supervision?" Educational Leadership 33 (April 1976): 513-518.

involving all teachers as well as parents and other lay citizens, much can be accomplished toward assuring that working conditions are as good as possible. The atmosphere of friendliness and mutual helpfulness is encouraged in all of the school's undertakings. There seems to be a very close relationship between the general emotional tone of the school morale and staff. Even what the teacher feels, thinks and believes may affect the kind and amount of work he does because of the relationship of the factors of morale.²²

Principals and others who assume the role of instructional leaders are responsible for leading teachers to recognize the major difficulties which are affecting the efficiency of their work.

Being a leader requires one to be true to one's own ideas, but at the same time, be sufficiently flexible so as to be able to perform the many specialized duties and functions for a group or organization in a continuously changing environment. The successful leader is:

1. Sensitive to the feelings of others while being at once considerate, helpful, responsive and friendly;

²²Bradfield, Modern Elementary Schools, p. 73.

2. Loyal to one's ideas and ideals and respectful of the beliefs, rights and dignity of others;
3. Strong in his feelings of self-confidence and the ability to identify easily with his co-workers, including those who supervise him;
4. Consistent, generous, humble, modest, fair and honest in dealing with others;
5. Certain to give his co-workers the benefit of the doubt and the advantage whenever possible;
6. Firm but not stubborn in his own judgments and decisions;
7. Apparently sincere, straightforward, approachable, easy to talk to, alert, open to suggestions, inspiring, relaxed, and finally, an interested dynamic leader who has maintained his sense of humor.²³

The role of the principal in improving student achievement is one of extreme importance. As a subject leader and curriculum developer in the school, he must be aware of his influence on student achievement.

Matthews and Brown stated the following courses of action for principals as they contemplate ways to improve student achievement:

1. Provide teachers with inservice training and other staff development opportunities for successful learning experiences.
2. Strive to develop positive working relationships with teachers and demonstrate that they value

²³Marks, Stoops, and King-Stoops, Handbook, p. 148.

student achievement highly.

3. Attempt to secure those external resources which enable teachers to teach more efficiently.
4. Foster a belief on the part of teachers that they can improve student achievement.
5. Assist teachers in securing those external resources which enable students to learn more efficiently.
6. Facilitate positive student-teacher relations and encourage teachers to demonstrate a high value on student achievement.
7. Encourage and support the efforts of teachers to improve students' self-concepts of ability to achieve.²⁴

The literature survey was directed to the identification of the responsibilities generally expected of supervisory personnel, and the manner in which the supervisor works to improve instruction and provide services to teachers, parents, and the community.

²⁴Kenneth M. Matthews and Carvin L. Brown, "The Principal's Influence on Student Achievement," NASSP Bulletin 60 (October 1976):13.

CHAPTER III

METHODS AND PROCEDURES

Introduction

There were several steps in the development of this research study. The first step involved the selection of a topic and the general format. The second step involved the selection and construction of the instrument. The third step involved the selection of the respondents. It was determined that the subjects would be public school lead and certified teachers selected from the four administrative areas of a single school system who had worked together for several years in the Title I ESEA Program. The fourth step involved the statistical treatment of the responses from the subjects and the reporting of findings and conclusions. This study was initiated during the month of October, 1976.

Selection of the Sample

Checklists were sent to thirty lead teachers and thirty certified teachers in the same schools. This study

deals with the responses from twenty-five lead teachers and twenty-four certified teachers.

A letter of explanation along with two copies of the checklists, one for the lead teacher and one for the certified teacher, was mailed to the lead teacher. The lead teacher was asked to give a copy of the checklist to a certified teacher. Each lead teacher also received a self-addressed stamped envelope which accompanied each letter. The subjects were asked to complete the checklists at their earliest convenience and return the checklists to the writer. A copy of this letter detailing the study and other information can be found in Appendix A.

The Instrument

For the purpose of this study, two checklists with identical items but different rating scales were used. This instrument using job descriptions of the lead teacher from the Title I Proposal for the two years under analysis (1974-1975 and 1975-1976), was specifically developed by the researcher. The checklists consist of twenty-six items which are grouped under six categories. Each category consists of three or more items: Organizing for Instruction--six items; Providing Materials for Instruction--five items; Arranging for In-Service Education--three items;

Developing Public Relations--four items; Developing Curriculum--five items; and Performing Administrative Duties--three items.

For the lead teacher a five-point value scale was used that indicated in terms of frequency of performance: 5--Often; 4--Usually; 3--Sometimes; 2--Seldom; 1--Never. For the certified teacher a four-point value scale was used to indicate the extent to which the performance of lead teachers was found to be effective: 4--Very helpful; 3--Somewhat helpful; 2--Not helpful; 1--Not applicable.

Statistical Methods for Analysis and Treatment of Data

The purpose of the data analysis was to determine if significant differences exist between the perceptions of lead teachers and certified teachers to changed roles of lead teachers for the years 1974-1975 (supervisory), and 1975-1976 (classroom).

The researcher computed the mean and "t" values for each of the categories of scores analyzed. The "t" test was used to compare the mean scores of the two subject groups for statistical significance. The "t" values were computed to test each of the twelve components of the two hypotheses at the .05 level of confidence with appropriate degrees of

freedom. The hypothesis was accepted if the computed "t" value was equal to or greater than its critical value at the .05 level of confidence; the hypothesis was rejected if the computed "t" value was less than its critical value at the .05 level of confidence.

The statistics for this study were computed for the lead teachers and certified teachers for each of the two years under analysis (1974-1975 and 1975-1976), for each of the six categories: Organizing for Instruction, Providing Materials for Instruction, Arranging for In-Service Education, Developing Public Relations, Developing Curriculum, and Performing Administrative Duties.

In addition, the "t" test was computed to compare the means of the individual items of the two groups for both years, and percentages of item responses.

In order to process the collected data, the responses were transferred to IBM data cards. These punched cards contained individual item responses which were later used as the input for the various statistical and analytical procedures.

The findings of this study are presented in Chapter IV.

CHAPTER IV

ANALYSIS OF DATA

Introduction

This section of the research report contains the tables, analysis, and interpretations of the collected data resulting from the checklists returned by the twenty-five lead teachers and the twenty-four certified teachers. The data were treated statistically and were interpreted with the appropriate degrees of freedom at the .05 level of confidence.

Perceptions of Lead Teachers of their Involvement in Supervisory Activities

The data on the perception of lead teachers of their involvement in supervisory activities in the Title I program are presented in Table 1. These data include the items for the six categories considered in the checklist and for which further statistics were computed. The individual items under each category which tested as significant are identified as follows:

TABLE 1

ITEM RESPONSE OF THE PERCEPTIONS OF LEAD TEACHERS
OF THEIR INVOLVEMENT IN SUPERVISORY ACTIVITIES

Category	Item Number	\bar{X}	\bar{X}	"t"
		(74-75) Supervisory	(75-76) Classroom	
1. Organizing for Instruction	1-Direct Instruction	4.4	4.9	3.64*
	4-Identifies Pupils	4.9	4.8	1.44
	7-Conferences	4.5	4.0	2.68*
	14-Uses Findings	4.6	4.1	2.58*
	21-Positive Attitude	4.9	4.8	1.00
	25-Scheduling	4.9	4.7	1.80
2. Providing Materials for Instruction	3-Suggests Materials	4.4	4.0	1.96
	10-Issues Textbooks	3.1	2.7	1.92
	13-Purchases Materials	4.8	4.4	1.98
	18-Maintains Records	4.9	4.8	0.99
	24-Directs Testing	3.3	3.0	1.80
3. Arranging for In-Service Education	2-Demonstrates Teaching	4.1	3.5	2.21*
	6-Provides Inservice	4.5	4.2	1.57
	8-Coordinates Inservice	3.1	2.4	2.69*

TABLE 1--Continued

Category	Item Number	\bar{X} (74-75) Supervisory	\bar{X} (75-76) Classroom	"t"
4. Developing Public Relations	9-Uses Area Office Personnel	4.2	4.0	1.29
	19-Confers with Monitors	4.4	4.0	1.85
	22-Parent Involvement	4.7	4.2	2.17*
	26-Recruits Volunteers	4.6	4.4	1.28
5. Developing Curriculum	12-Plans Assemblies	3.2	3.0	1.36
	16-Communicates Goals	4.6	4.4	1.22
	17-Develops Instructional Program	4.0	3.9	0.84
	20-Works with Teachers	4.6	4.1	2.00*
	23-Prepares Special Materials	4.8	4.6	2.13*
6. Performing Administrative Duties	5-Coordinates Teacher Aides	4.4	3.9	2.29*
	11-Evaluates Teacher Aides	3.9	3.4	2.05*
	15-Serves as Administrator	2.9	2.5	2.61*

*Significant at the .05 level of confidence.

Organizing for Instruction

Item 1 showed a significant increase reflected in the second year. Items 7 and 14 showed a significant decrease in the second year. When these individual items were coalesced into means for the category the individual significant differences cancelled each other out. See Table 5.

Providing Materials for Instruction

Items 3, 10, 13, 18 and 24 did not show a significant decrease reflected in the second year. When these individual items were coalesced into means for the category they were significant as a whole.

Arranging for In-Service Education

Items 2 and 8 showed a significant decrease reflected in the second year. When the individual items were coalesced into means for the category they were significant as a whole.

Developing Public Relations

Item 22 showed a significant decrease reflected in the second year. When the individual items were coalesced into means for the category they were significant as a whole.

Developing Curriculum

Items 20 and 23 showed a significant decrease

reflected in the second year. When these individual items were coalesced into means for the category differences dropped below the significant level.

Performing Administrative Duties

Items 5, 11 and 15 showed a significant decrease reflected in the second year. When these individual items were coalesced into means for the category the category tested out as significant.

Perceptions of Certified Teachers of the Helpfulness of Lead Teachers in Supervisory Activities

The data on the perception of certified teachers of the helpfulness of lead teachers in supervisory activities in the Title I program are presented in Table 2. These data include the items for the six categories considered in the checklist and for which further statistics were computed. The individual item which tested as significant is identified below.

Providing Materials for Instruction

Item 3 showed a significant decrease reflected in the second year. When the individual items are coalesced into means for the category the significant differences have been cancelled out by the other items.

TABLE 2

ITEM RESPONSE OF THE PERCEPTIONS OF CERTIFIED
TEACHERS OF THE HELPFULNESS OF LEAD TEACHERS
IN SUPERVISORY ACTIVITIES

Category	Item Number	\bar{X} (74-75) Supervisory	\bar{X} (75-76) Classroom	"t"
1. Organizing for Instruction	1-Direct Instruction	3.5	3.9	1.92
	4-Identifies Pupils	3.8	3.5	1.81
	7-Conferences	3.4	3.2	1.31
	14-Uses Findings	3.6	3.4	1.22
	21-Positive Attitude	3.8	3.4	1.59
	25-Scheduling	3.8	3.6	0.99
2. Providing Materials for Instruction	3-Suggests Materials	3.5	3.4	2.14*
	10-Issues Textbooks	2.0	1.9	1.00
	13-Purchases Materials	3.6	3.5	1.00
	18-Maintains Records	3.7	3.4	1.62
	24-Directs Testing	2.3	2.2	1.28
3. Arranging for In-Service Education	2-Demonstrates Teaching	3.4	3.0	1.98
	6-Provides Inservice	3.5	3.3	1.69
	8-Coordinates Inservice	2.2	2.0	1.16

TABLE 2--Continued

Category	Item Number	\bar{X} (74-75) Supervisory	\bar{X} (75-76) Classroom	"t"
4. Developing Public Relations	9-Uses Area Office Personnel	3.6	3.5	0.37
	19-Confers with Monitors	3.4	3.1	1.43
	22-Parent Involvement	3.4	3.2	1.00
	26-Recruits Volunteers	3.2	3.0	1.49
5. Developing Curriculum	12-Plans Assemblies	2.5	2.6	0.46
	16-Communicates Goals	3.7	3.3	1.62
	17-Develops Instructional Program	3.3	3.0	1.98
	20-Works with Teachers	3.5	3.3	1.10
	23-Prepares Special Materials	3.6	3.2	1.69
6. Performing Administrative Duties	5-Coordinates Teacher Aides	3.5	3.2	1.29
	11-Evaluates Teacher Aides	2.8	2.7	0.82
	15-Serves as Administrator	2.2	2.0	1.16

*Significant at the .05 level of confidence.

As can be seen from Table 2 no other items tested out as significant.

Data in Table 3 indicate the percentage of responses to the items on the checklists by lead teachers.

In Table 3 the average responses of all items under the "often" responses was 59.5 percent for 1974-1975, and 57 percent for 1975-1976, showing a decrease of 0.2 percent. Correspondingly, the "sometimes," "seldom," and "never" columns reflect an increase. The "usually," column has remained substantially the same, but individual items show the shift from "often" to lesser amounts.

Also, ten of the items are listed in the top quartile by the lead teachers in 1974-1975; only six are so listed in 1975-1976. On each of these lists, four are in the first category "Organizing for Instruction."

The most dramatic shift in item response in these data is the increased percentage of lead teachers responding "often" to item 1 in 1975-1976 compared to 1974-1975.

Another noticeable change was in lead teacher's response to item 20 (Works closely with classroom teachers). In 1974-1975, 80 percent of the lead teachers indicated that they "often" worked with classroom teachers; in 1975-1976 only 56 percent of the lead teachers so responded. This is

TABLE 3

PERCENT OF ITEM RESPONSES OF THE PERCEPTIONS OF
LEAD TEACHERS OF THEIR INVOLVEMENT IN
SUPERVISORY ACTIVITIES

Category	Item Number	% Often		% Usually		% Sometimes		% Seldom		% Never	
		74-75/75-76		74-75/75-76		74-75/75-76		74-75/75-76		74-75/75-76	
I	1	56	96	28	4	16	0	0	0	0	0
	4	96	88	4	12	0	0	0	0	0	0
	7	72	60	16	12	8	16	0	4	0	4
	14	76	60	12	12	12	12	0	12	0	4
	21	96	96	0	0	4	0	0	4	0	0
	25	96	80	4	16	0	0	0	4	0	0
II	3	52	48	44	16	4	32	0	0	0	4
	10	36	28	20	8	4	16	0	4	40	44
	13	88	72	4	12	8	8	0	4	0	4
	18	96	92	4	4	0	0	0	0	0	4
	24	48	36	12	8	4	16	0	0	36	40
III	2	56	36	16	20	20	24	0	4	8	12
	6	72	56	20	24	4	12	0	4	0	4
	8	32	16	12	12	24	16	0	16	32	40

TABLE 3--Continued

Category	Item Number	% Often		% Usually		% Sometimes		% Seldom		% Never	
		74-75/75-76		74-75/75-76		74-75/75-76		74-75/75-76		74-75/75-76	
IV	9	48	48	32	20	16	24	4	4	0	0
	19	76	64	8	8	4	8	4	4	8	16
	22	88	68	4	8	4	12	0	0	4	12
	26	72	60	16	24	12	16	0	0	0	0
V	12	20	20	20	16	32	32	16	20	12	12
	16	72	68	20	16	8	12	0	0	0	4
	17	56	44	12	24	16	16	16	12	0	4
	20	80	56	16	32	0	0	0	0	4	8
	23	88	84	8	4	4	8	0	4	0	0
VI	5	68	52	16	20	8	8	4	8	4	12
	11	60	44	16	16	4	12	0	0	20	24
	15	28	12	24	24	4	16	4	4	40	44

Note: Responses equal to 100 percent.

a decrease of 24 percent.

Thirty-two percent more lead teachers indicated that they did not perform item 3 (Suggest materials to teachers for professional growth) as "often" in the second year.

Twenty percent more lead teachers indicated that they did not perform item 10 (Issues textbooks to classroom teachers) as "often" in the second year.

Seventy-two percent indicated that they performed item 6 (Provides in-service training for and with Title I staff) in the first year; only fifty-six percent in the second.

Ninety-six percent indicated that they "often" performed item 4 (Identifies pupils eligible for Title I instruction) in the first year; eighty-eight percent, "often" in the second.

Ninety-six percent indicated that they "often" performed item 21 (Helps develop positive attitudes toward pupils attending Title I classes) in the first year; ninety-six percent again responded "often" to this item in the second.

Ninety-six percent indicated that they "often" performed item 25 (Assists in scheduling and assigning pupils to Title I classes) in the first year; eighty percent

responded "often" to this item in the second.

Fifty-two percent indicated that they "often" performed item 3 (Suggests materials to teachers for professional growth) in the first year; forty-eight percent indicated "often" to this item in the second.

Thirty-six percent indicated that they "often" performed item 10 (Issues textbooks to classroom teachers). In 1975-1976, twenty-eight percent indicated "often" to this item. In 1974-1975, forty percent of the lead teachers indicated they "never" performed item 10, and in 1975-1976, forty-four percent indicated they "never" performed this item.

Eighty-eight percent indicated that they "often" performed item 13 (Assists in preparing purchase requisitions for instructional supplies) in the first year; seventy-two percent indicated "often" to this item in the second.

Ninety-six percent indicated that they "often" performed item 18 (Maintains up-to-date records of participating pupils, equipment, and materials) in the first year; ninety-two percent indicated "often" to this item in the second.

Fifty-six percent indicated that they "often" performed item 2 (Demonstrates to teachers various teaching

skills and techniques) in the first year; thirty-six percent indicated "often" in the second.

Eighty-eight percent indicated that they "often" performed item 22 (Plans and directs local Title I parent involvement activities) in the first year; only sixty-eight percent indicated "often" to this item in the second.

Seventy-two percent indicated that they "often" performed item 26 (Solicits volunteer services of parents) in the first year; sixty percent indicated "often" to this item in the second. Also, in 1974-1975, sixteen percent of the lead teachers indicated "usually" to this item, and in 1975-1976, sixty percent indicated "usually."

Eighty-eight percent indicated that they "often" performed item 23 (Diagnoses, prescribes and prepares special materials for individual students) in the first year; eighty-four percent indicated "often" to this item in the second.

Fifty-six percent indicated that they "often" performed item 17 (Helps develop instructional program applicable to local school environment) in the first year; forty-four percent indicated "often" to this item in the second.

Sixty-eight percent indicated that they "often" performed item 5 (Coordinates teacher aide program for the

school) in the first year; fifty-two percent indicated "often" to this item in the second.

Data in Table 4 indicate the percentages of responses of certified teachers (very helpful and somewhat helpful) to the items on the checklists.

In Table 4 the average responses of all items under the "very helpful" column was 59.5 percent for 1974-1975, and 57.3 percent for 1975-1976, showing a decrease of 2.2 percent. For the "somewhat helpful" column the average response was 18.7 percent for 1974-1975, and 19.2 percent for 1975-1976, this showed a difference of .5 percent which was a slight increase.

This table shows clearly that certified teachers did not perceive lead teachers as being as helpful on a number of functions in 1975-1976 as they were in 1974-1975.

Ninety-two percent indicated "very helpful" to item 4 (Identifies pupils eligible for Title I instruction) in the first year; seventy-five percent in the second.

Eighty-one percent indicated "very helpful" to item 21 (Helps develop positive attitudes toward pupils attending Title I classes) in the first year; seventy-nine percent in the second.

Ninety-two percent indicated "very helpful" to item

TABLE 4

PERCENT OF ITEM RESPONSES OF THE PERCEPTIONS OF
CERTIFIED TEACHERS OF THE HELPFULNESS OF LEAD
TEACHERS IN SUPERVISORY ACTIVITIES

Category	Item Number	% Very Helpful		% Somewhat Helpful		% Not Helpful		% Not Applicable	
		74-75/75-76		74-75/75-76		74-75/75-76		74-75/75-76	
I	1	75	96	17	4	0	0	4	0
	4	92	75	4	17	0	0	4	8
	7	54	50	37	33	4	4	4	12
	14	75	67	17	21	4	4	4	4
	21	87	79	8	4	4	4	0	4
	25	92	87	4	4	0	0	4	4
II	3	75	62	17	25	0	4	8	8
	10	25	25	12	8	4	4	58	62
	13	87	83	4	4	0	0	4	4
	18	92	79	4	8	0	0	0	4
	24	33	29	17	17	8	8	37	37
III	2	62	46	21	29	12	12	4	8
	6	71	56	21	29	0	4	4	4
	8	29	12	12	25	12	17	42	46

TABLE 4--Continued

Category	Item Number	% Very Helpful		% Somewhat Helpful		% Not Helpful		% Not Applicable	
		<u>74-75/75-76</u>		<u>74-75/75-76</u>		<u>74-75/75-76</u>		<u>74-75/75-76</u>	
IV	9	62	67	37	29	0	0	0	4
	19	79	71	4	4	0	0	17	21
	22	62	58	25	29	8	0	4	8
	26	58	54	25	21	8	8	4	4
V	12	42	33	17	29	4	8	33	29
	16	71	62	29	25	0	4	0	4
	17	58	50	29	25	8	4	0	4
	20	62	62	33	21	4	8	0	4
	23	79	67	12	17	4	4	0	4
VI	5	71	62	21	21	0	0	8	17
	11	46	37	25	29	0	0	25	33
	15	25	21	25	21	0	4	46	50

Note: Responses do not all equal to 100 percent. Some subjects did not respond to certain items.

25 (Assists in scheduling and assigning pupils to Title I classes) in the first year; eighty-seven percent in the second.

Seventy-five percent indicated "very helpful" to item 3 (Suggests materials to teachers for professional growth) in the first year; sixty-two percent in the second.

Twenty-five percent indicated "very helpful" to item 10 (Issues textbooks to classroom teachers) in the first year; twenty-five percent also, in the second. In 1974-1975, fifty-eight percent of the certified teachers indicated "not applicable," and in 1975-1976, sixty-two percent indicated "not applicable."

Eighty-seven percent indicated "very helpful" to item 13 (Assists in preparing purchase requisitions for instructional supplies) in the first year; eighty-three in the second.

Ninety-two percent indicated "very helpful" to item 18 (Maintains up-to-date records of participating pupils, equipment and materials) in the first year; seventy-nine percent in the second.

Sixty-two percent indicated "very helpful" to item 2 (Demonstrates to teachers various teaching skills and techniques) in the first year; forty-six percent in the second.

Seventy-one percent indicated "very helpful" to item 6 (Provides in-service training for and with Title I staff) in the first year; fifty-six percent in the second.

Sixty-two percent indicated "very helpful" to item 22 (Plans and directs local Title I parent involvement activities) in the first year; fifty-eight percent in the second.

Fifty-eight percent indicated "very helpful" to item 26 (Solicits volunteer services of parents) in the first year; fifty-four percent in the second.

Seventy-nine percent indicated "very helpful" to item 23 (Diagnoses, prescribes, and prepares special materials for individual students) in the first year; sixty-seven percent in the second.

Fifty-eight percent indicated "very helpful" to item 17 (Helps develop instructional program applicable to local school environment) in the first year; fifty percent in the second.

Seventy-one percent indicated "very helpful" to item 5 (Coordinates teacher aide program for school) in the first year; sixty-two percent in the second.

Table 5 indicates the analysis of the lead teachers' performance for each of the two years by each of the six

categories.

On Category 1 (Organizing for Instruction), a "t" value of 1.77 was computed. This value was not statistically significant at the .05 level. Lead teachers perceived themselves as organizing for instruction the same in 1975-1976 as they did in 1974-1975. Therefore, null hypothesis 1 for Category 1 is accepted.

On Category 2 (Providing Materials for Instruction), a "t" value of 2.06 was computed. This value was statistically significant at the .05 level. Lead teachers perceived themselves as not providing materials for instruction in 1975-1976 as they did in 1974-1975. Therefore, null hypothesis 1 for Category 2 is rejected.

On Category 3 (Arranging for In-Service Education), a "t" value of 3.42 was computed. This value was statistically significant at the .05 level. Lead teachers perceived themselves as not arranging for in-service education in 1975-1976 as they did in 1974-1975. Therefore, null hypothesis 1 for Category 3 is rejected.

On Category 4 (Developing Public Relations), a "t" value of 2.59 was computed. This value was statistically significant at the .05 level. Lead teachers perceived themselves as not developing public relations in 1975-1976 as

TABLE 5

"t" RATIOS OF THE MEANS OF THE PERCEPTIONS OF LEAD
TEACHERS REGARDING OWN PERFORMANCE DURING
THE TWO YEARS OF THE STUDY

Category	\bar{X} (74-75)	\bar{X} (75-76)	SD (74-75)	SD (75-76)	"t"
1. Organizing for Instruction	28.40	27.64	1.87	3.17	1.77
2. Providing Materials for Instruction	20.72	19.00	3.83	4.58	2.06*
3. Arranging for Inservice Education	11.76	10.24	2.43	2.81	3.42*
4. Developing Public Relations	17.96	16.64	2.16	3.01	2.59*
5. Developing Curriculum	21.44	20.28	2.78	3.23	1.94
6. Performing Administrative Duties	11.32	9.92	3.15	3.63	3.03*

*Significant at the .05 level of confidence.

they did in 1974-1975. Therefore, null hypothesis 1 for Category 4 is rejected.

On Category 5 (Developing Curriculum), a "t" value of 1.94 was computed. This value was not statistically significant at the .05 level. Lead teachers perceived themselves as developing curriculum the same in 1975-1976 as they did in 1974-1975. Therefore, null hypothesis 1 for Category 5 is accepted.

On Category 6 (Performing Administrative Duties), a "t" value of 3.03 was computed. This value was statistically significant at the .05 level. Lead teachers perceived themselves as not performing administrative duties the same in 1975-1976 as they did in 1974-1975. Therefore, null hypothesis 1 for Category 6 is rejected.

Table 6 indicates the analysis of the certified teachers' perception of lead teacher performance for each of the two years by each of the six categories.

On Category 1 (Organizing for Instruction), a "t" value of 1.31 was computed. This value was not statistically significant at the .05 level. Certified teachers perceived lead teachers as organizing for instruction the same in 1975-1976 as they did in 1974-1975. Therefore, null hypothesis 2 for Category 1 is accepted.

TABLE 6

"t" RATIOS OF THE MEANS OF THE PERCEPTIONS OF
 CERTIFIED TEACHERS REGARDING HELPFULNESS
 OF LEAD TEACHERS DURING THE TWO
 YEARS OF THE STUDY

Category	\bar{X} (74-75)	\bar{X} (75-76)	SD (74-75)	SD (75-76)	"t"
1. Organizing for Instruction	22.08	21.25	2.08	3.99	1.31
2. Providing Materials for Instruction	15.45	14.54	3.79	4.66	1.55
3. Arranging for Inservice Education	9.12	8.41	2.25	2.50	3.63*
4. Developing Public Relations	13.83	13.04	2.47	3.58	1.98
5. Developing Curriculum	16.87	15.66	2.29	4.56	1.49
6. Performing Administrative Duties	8.58	8.04	2.48	2.33	1.52

*Significant at the .05 level of confidence.

On Category 2 (Providing Materials for Instruction), a "t" value of 1.55 was computed. This value was not statistically significant at the .05 level. Certified teachers perceived lead teachers as providing materials for instruction the same in 1975-1976 as they did in 1974-1975. Therefore, null hypothesis 2 for Category 2 is accepted.

On Category 3 (Arranging for In-Service Education), a "t" value of 3.63 was computed. This value was statistically significant at the .05 level. Certified teachers perceived lead teachers as not arranging for in-service education the same in 1975-1976 as they did in 1974-1975. Therefore, null hypothesis 2 for Category 3 is rejected.

On Category 4 (Developing Public Relations), a "t" value of 1.98 was computed. This value was not statistically significant at the .05 level. Certified teachers perceived lead teachers as developing public relations the same in 1975-1976 as they did in 1974-1975. Therefore, null hypothesis 2 for Category 4 is accepted.

On Category 5 (Developing Curriculum), a "t" value of 1.49 was computed. This value was not statistically significant at the .05 level. Certified teachers perceived lead teachers as performing duties in developing curriculum the same in 1975-1976 as they did in 1974-1975. Therefore, null

hypothesis 2 for Category 5 is accepted.

On Category 6 (Performing Administrative Duties), a "t" value of 1.52 was computed. This value was not statistically significant at the .05 level. Certified teachers perceived lead teachers as performing administrative duties the same in 1975-1976 as they did in 1974-1975. Therefore, null hypothesis 2 for Category 6 is accepted.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Summary of Findings

The null hypotheses and the relevant findings are as follows:

1. There are no significant differences in the perceptions of lead teachers in regard to changed supervisory activities since 1974 with reference to:

Organizing for Instruction

Providing Materials for Instruction

Arranging for In-Service Education

Developing Public Relations

Developing Curriculum

Performing Administrative Duties

Data from the "t" test (Table 5) indicate that the lead teachers perceived significant changes in their duties under Title I Program Designs since 1974-1975. They indicated that their performance had changed in four categories over the period covered in the study. These categories are:

Providing Materials for Instruction, Arranging for In-Service Education, Developing Public Relations, and Performing Administrative Duties. Therefore, the null hypothesis in relation to these categories is rejected. Lead teachers indicated that their performance in the other two categories had not changed. These categories are: Organizing for Instruction and Developing Curriculum. Therefore, the null hypothesis in relation to these categories is accepted.

2. There are no significant differences in the perceptions of certified teachers toward the helpfulness of lead teachers under changed Title I Program Designs since 1974 with reference to:

Organizing for Instruction

Providing Materials for Instruction

Arranging for In-Service Education

Developing Public Relations

Developing Curriculum

Performing Administrative Duties

Data from the "t" test (Table 6) indicate that in five of the six categories certified teachers perceived no significant differences in helpfulness. However, in one category, Arranging for In-Service Education, certified teachers indicated a significant difference. The null hypothesis is accepted for that category. The hypothesis for the remaining categories is rejected.

Analysis of several individual items within categories also revealed the following information:

1. Certified teachers perceived lead teachers as "very helpful" in engaging in direct instruction to Title I pupils more in 1975-1976 than in 1974-1975. Lead teachers also perceived themselves as "often" engaging in direct instruction to Title I pupils forty percent more in the second year than in the first. Lead teachers engaging in direct instruction to Title I pupils were "very helpful" to seventy-five percent of the certified teachers in 1974-1975; in 1975-1976, ninety-six percent of the certified teachers responded to this item at the same level. This change was a twenty-one percent increase. In 1974-1975, lead teachers, then not assigned regular classroom duty, apparently perceived that the manner in which they provided instruction to identified Title I pupils in the regular classroom setting, demonstrated to teacher aides how to work with small groups of pupils, or substituted for certified teachers in their absence was a direct execution of this duty. The manner in which certified teachers responded was supportive of the lead teachers' performance on item 1.

2. Ninety-six percent of the lead teachers indicated they "often" identified pupils eligible for Title I instruction (item 4) during the first year, compared to eighty-eight percent in the second. This was an eight percent decrease. Ninety-two percent of the certified teachers indicated "very helpful" to this item in 1974-1975. The perception of the certified teachers toward "helpfulness" of lead teachers dropped seventeen percent in the second year. This decrease may be attributed in part to certified teachers sharing this responsibility the second year.

3. Ninety-six percent of the lead teachers in both years indicated they "often" helped certified teachers develop positive attitudes toward Title I pupils (item 21). Eighty-one percent of the certified teachers indicated "very helpful" to this item for 1974-1975 and seventy-nine percent for 1975-1976. The high percentages for both sets of respondents for both years points to the fact that lead teachers took this responsibility seriously and that the certified teachers recognized the effort.

4. Fifty-two percent of the lead teachers "often" suggested materials to teachers for professional growth (item 3) in the first year; only forty-two percent in

the second--a ten percent decrease. In 1974-1975, seventy-five percent of the certified teachers found such performance "very helpful" and in 1975-1976, only sixty-two percent so indicated. This was a decrease in the perception of this duty of thirteen percent. Harris and King,²⁵ Curtin,²⁶ Stoops and Marks,²⁷ support the value of suggesting materials to teachers for professional growth as one of the primary responsibilities of the supervisor, yet we note that the fulfilment of this duty was low in both years.

5. In 1974-1975, seventy-two percent of the lead teachers "often" performed item 6 (Provides in-service training for and with Title I staff) compared to fifty-six percent in 1975-1976. This was a sixteen percent decrease the second year. In 1974-1975, seventy-one percent of the certified teachers considered this duty "very helpful." This was reduced to fifty-six percent in 1975-1976, a decrease in the second year of fifteen percent. The decrease in the percentages for both years

²⁵ Harris and King, Supervisory Competencies, pp. 41-42.

²⁶ Curtin, Today's Elementary Schools, p. 10.

²⁷ Stoops and Marks, Practices and Trends, pp. 247-251.

does not minimize the importance of this function.

Harris and King²⁸ assert that continuous learning and self-development are expected and essential in a rapidly changing profession such as teaching, where new methods, materials, theories and research findings are impacting the field continually.

In 1974-1975, eighty percent of the lead teachers "often" performed item 20 (Works closely with classroom teachers). In 1975-1976, this was reduced to fifty-six percent, a twenty-four percent decrease. In 1974-1975, sixty-two percent of the certified teachers found working with lead teachers to be "very helpful." This perception did not change the following year. Although lead teachers' duties in working with classroom teachers decreased the second year, and the certified teachers did not perceive a change in this assistance for the two years, the literature nevertheless supports working with classroom teachers as a supervisory responsibility. A study by Nasca, indicates that direct input into the classroom by supervisors is perceived by teachers as valuable assistance.²⁹ Harris and Hartgrave assert that

²⁸Harris and King, Supervisory Competencies, pp. 56-58.

²⁹Nasca, "Teachers and Supervisors," p. 518.

supervisors working face-to-face, on a one-to-one basis with teachers are effective in producing instructional change.³⁰

Conclusions

The responses of the forty-nine elementary lead and certified teachers allow the following conclusions:

The null hypothesis which states: There are no significant differences in the perceptions of lead teachers in regard to their supervisory activities since 1974 was rejected.

1. Lead teachers perceived a downward change in the quality of their supervisory performance over the two years.

The null hypothesis which states: There are no significant differences in the perceptions of certified teachers toward the helpfulness of lead teachers under changed Title I Program Designs since 1974 was accepted.

1. Certified teachers perceived no change in the helpfulness of the lead teachers. However, they did perceive lead teachers as working more with children.

³⁰Ben M. Harris and William Hartgrave, "Supervisor Effectiveness," Educational Leadership 30 (October 1972): 73-75.

Discussion

Lead teachers and certified teachers perceived only one aspect of the duties and responsibilities of lead teachers as increasing in 1975-1976, but it was not statistically significant. That aspect was an increase in the amount of time lead teachers spent engaging in direct instruction to Title I pupils.

On the other hand, particularly in reference to lead teachers' functions touching directly on the activities of the certified teachers, the groups did not agree that the other functions of lead teachers had changed significantly in 1975-1976.

Certified teachers did not feel the effects of the change in the Title I program as much as lead teachers. Lead teachers were more directly involved in the program changes, and therefore undoubtedly more aware and sensitive to the changes.

Implications

The implications accruing from the findings of this study are stated below:

1. The Title I officials wished to have the lead teachers carry out the original mandate to perform the twenty-six supervisory functions

while teaching a full schedule of classes. The findings indicate this could not be done effectively in the opinions of the lead teachers. Furthermore, if the twenty-six supervisory functions stated in the Title I mandate must be performed in order for the program to be successful, there should be a clear understanding as to which functions are expected to be continued by lead teachers as they assume full teaching loads, and which functions are to be shifted to whom.

2. During the second year, lead teachers taught five classes per day and had only forty-five minutes to perform supervisory responsibilities; yet, certified teachers indicated they felt no loss in supervisory services.
3. It appears that the position of the school officials to reassign lead teachers to classroom teaching duties was a more productive means of staff utilization for instructional purposes: reducing the number of supervisory personnel and cutting budgetary expenditures.

Recommendations

In accordance with the findings, conclusions and implications, it seems feasible to recommend that:

1. Studies be conducted to determine the overall impact of the change in Title I Program Design upon the pupils and teachers.
2. Studies be conducted on the supervisory functions performed by principals and which were formerly the responsibilities of the lead teachers.
3. Studies be conducted on student achievement during the period covered by this study.

APPENDIX A

CORRESPONDENCE

ATLANTA UNIVERSITY
Atlanta, Georgia 30314

Department of
Administration and Supervision
School of Education

October 8, 1976

Dear Colleague:

I am currently enrolled at Atlanta University and in partial fulfillment of the requirements for the degree of Education Specialist in Educational Administration and Supervision, I am conducting a study: THE EFFECTS OF SELECTED SUPERVISORY ACTIVITIES UNDER CHANGED TITLE I PROGRAM DESIGNS SINCE 1974.

I would appreciate your taking time out from your busy schedule to complete the enclosed questionnaire. Your response which will be confidential will provide valuable data for my study.

Since I am trying to meet a deadline, it is very important that you return the questionnaire to me as soon as possible--on or before October 20, 1976.

Enclosed are two copies of the questionnaire. You will note that one is for you, marked Lead Teacher, and the other is for one of the certified teachers working with you.

Enclosed also is a self-addressed envelope. Your cooperation in this matter will be greatly appreciated. Thank you.

Sincerely,

/s/Emma Lois Jackson
/t/Emma Lois Jackson

Enclosure
ELJ/sch

Miss Jackson is performing this research under my direction. Thank you for your assistance.

/s/Stephen Herrmann
/t/Stephen C. Herrmann
Professor

APPENDIX B

INSTRUMENTS

Directions: In this questionnaire you are asked to respond to statements concerning duties and responsibilities performed by lead teachers during the school term 1974-1975 and 1975-1976.

[illegible]

[illegible]

THE EFFECTS OF SELECTED SUPERVISORY ACTIVITIES UNDER
CHANGED TITLE I PROGRAM DESIGNS SINCE 1974

Questionnaire for Certified Teacher

Directions: In this questionnaire you are to respond to statements concerning duties and responsibilities performed by the lead teacher during the school terms 1974-1975 and 1975-1976.

The rating scale is as follows: 4-Very helpful; 3-Some-what helpful; 2-Not helpful; 1-Not applicable. Please answer each statement. Use a check () mark to indicate your response to the columns to the right of the page. Be sure to check for two years.

<u>Item Descriptions</u>	<u>1974-1975</u>				<u>1975-1976</u>			
	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
1. Engages in direct instruction to Title I pupils	—	—	—	—	—	—	—	—
2. Demonstrates to teachers various teaching skills and techniques	—	—	—	—	—	—	—	—
3. Suggests materials to teachers for professional growth	—	—	—	—	—	—	—	—
4. Identifies pupils eligible for Title I instruction	—	—	—	—	—	—	—	—
5. Coordinates teacher aide program for school	—	—	—	—	—	—	—	—
6. Provides in-service training for and with Title I staff	—	—	—	—	—	—	—	—
7. Holds conferences with teacher aides	—	—	—	—	—	—	—	—
8. Coordinates in-service training for the regular school staff	—	—	—	—	—	—	—	—

<u>Item Descriptions</u>	<u>1974-1975</u>				<u>1975-1976</u>			
	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
9. Contacts and utilizes services of area office and Title I resource personnel	—	—	—	—	—	—	—	—
10. Issues textbooks to classroom teachers	—	—	—	—	—	—	—	—
11. Evaluates teacher aides	—	—	—	—	—	—	—	—
12. Plans and develops special assemblies	—	—	—	—	—	—	—	—
13. Assists in preparing purchase requisitions for instructional supplies	—	—	—	—	—	—	—	—
14. Encourages teachers to make effective use of evaluative findings	—	—	—	—	—	—	—	—
15. Serves in an administrative capacity in the absence of principal	—	—	—	—	—	—	—	—
16. Communicates with principal on matters of instructional goals and plans	—	—	—	—	—	—	—	—
17. Helps develop instructional program applicable to local school environment	—	—	—	—	—	—	—	—
18. Maintains up-to-date records of participating pupils, equipment, and materials	—	—	—	—	—	—	—	—
19. Confers with state representatives (monitors)	—	—	—	—	—	—	—	—
20. Works closely with classroom teachers for the improvement of instruction	—	—	—	—	—	—	—	—

<u>Item Descriptions</u>	<u>1974-1975</u>				<u>1975-1976</u>			
	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
21. Helps develop positive attitudes toward pupils attending Title I classes	—	—	—	—	—	—	—	—
22. Plans and directs local Title I parent involvement activities	—	—	—	—	—	—	—	—
23. Diagnoses, prescribes and prepares special materials for individual students	—	—	—	—	—	—	—	—
24. Directs, supervises, and issues school wide tests	—	—	—	—	—	—	—	—
25. Assists in scheduling and assigning pupils to Title I classes	—	—	—	—	—	—	—	—
26. Solicits volunteer services of parents	—	—	—	—	—	—	—	—

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